

Benchmarks

An Alliance of Agencies Helping Children, Adults and Families

PRESENTATION TO THE LRC COMMITTEE ON HOMELESS YOUTH,
FOSTER CARE AND DEPENDENCY

APRIL 5, 2016

Supporting Foster Youth Aging Out of Care

Five Key Areas of Need

- Education
- Natural Supports
- Healthcare (physical and behavioral health)
- Housing
- Employment

Supporting Foster Youth Aging Out of Care

Two Types of Transitional Support

- Community-Based Independent Living
- Residential Based

Continuum of services for transition aged youth

- Resource/Case Management Center for 16-24 year olds
- Independent living facility for former foster youth 18-21 years old
- Street Outreach/Mobile Case Management services for unaccompanied homeless youth
- Rapid Rehousing services (housing first approach to subsidize housing costs and wrap supportive services around program participants)
- Mentoring (matching program participants with supportive community volunteers)
- Aftercare services and supports

Intervention approach—RENEW

Rehabilitation for Empowerment, Natural Supports, Education and Work

Research informed Model developed by the Institute on Disabilities at the University of New Hampshire

Addresses 5 specific transition domains for young adults:

- Education
- Employment
- Housing
- Health and Safety
- Community functioning and supports

4 phase RENEW process

1. Engagement and Futures Planning

- Development of Futures Plan (plan to map out dreams, supports, goals, barriers, and steps to accomplish goals)

2. Team Development and Initial Planning

- Identification of natural and supportive relationships to serve as transition team

3. Implementation and Monitoring

- Connecting community resources to address 5 transition domains and accomplish goals
- Coaching to empower participant to implement steps of plan

4. Transition to less intensive supports





Model Fidelity and Program Evaluation

In order to ensure fidelity to the RENEW approach and the development of a service that can be replicated in other areas, The Relatives has committed to ongoing program evaluation, data sharing, and RENEW technical assistance.

Ongoing University evaluation of program outcomes (UNCC Institute for Social Capital)

Training and technical assistance with RENEW developers to ensure fidelity to intervention model



2015 Demographics and Outcomes— *Employment and Housing*

755 total program participants (40% aged out of / or experienced foster care)

Needs

35% meet chronically homeless definition

65% unemployed/underemployed

Outcome

83% obtained or maintained housing from previous year

68% obtained or maintained employment

Continued barriers to Housing and Employment

Housing

- Unaddressed Mental Health needs
- Lack of naturally supportive resources
- Lack of available housing
- Age of participants
- Lack of living income
- Criminal history—often result of survival crimes

Employment

- Unaddressed Mental Health Needs
- Lack of experience to obtain living wage jobs
- Lack of relevant skills
- Poor education
- Lack of professional networks
- Criminal history—often result of survival crimes



Independent Living Legislative Presentation
April 5, 2016

Cornerstone Residential Program

- ❖ Cornerstone is a residential program for up to eight young women, ages 16 to 21, who are experiencing long-term challenges and need assistance transitioning to adulthood.
- ❖ Provides supportive programming including teaching social skills, teaching life skills, job skills training, counseling, and leadership opportunities
- ❖ Provides opportunities to develop relationships with caring adults and positive peers via the family-like nature of the Cornerstone program
- ❖ Helps clients to find and then build or repair relationships with appropriate family members and/or other caring adults in the community
- ❖ Provides opportunities and help to achieve youth driven academic goals
- ❖ Provides opportunities to give back the community through volunteer work facilitated by the staff



Outcomes

- ❖ 74% of the young women exited the program to long-term safe, affordable, and stable living situations.
- ❖ 88% of the young women either graduated from High School, obtained a GED or, if they had already completed High School or Obtained a GED, enrolled, and made significant progress in post-secondary academic or vocational programs in keeping with their interests and abilities.
- ❖ 65% of the young women served developed the skills and behaviors necessary to find and maintain employment.
- ❖ 74% of the young women reported developing satisfactory relationships with appropriate adults.



Challenges

- ❌ Most young women leaving Cornerstone have incomes too high to be eligible for Medicaid
- ❌ Navigating the private health care system is difficult for them
- ❌ Often co-pays associated with private health care are prohibitive
- ❌ Transportation is frequently an issue
- ❌ Moving from Child Mental Health to Adult Mental System frequently means losing access to therapists with which the young women have built trusting relationships





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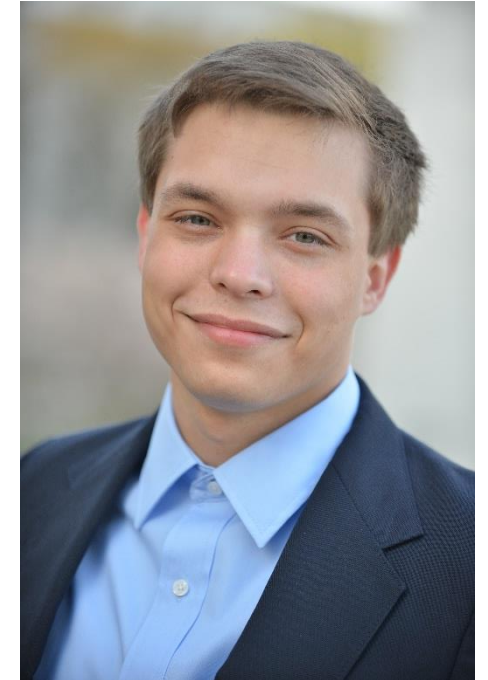
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The first program in the country showing positive impacts
for this population across multiple areas

- Helps youth aging out of state custody, juvenile justice or other vulnerable youth
- Participants are 16-21
- Helped more than 9,000 young people since 1999
- Specialists are available 24/7
- Eight to 10 months
- Youth-driven and individualized

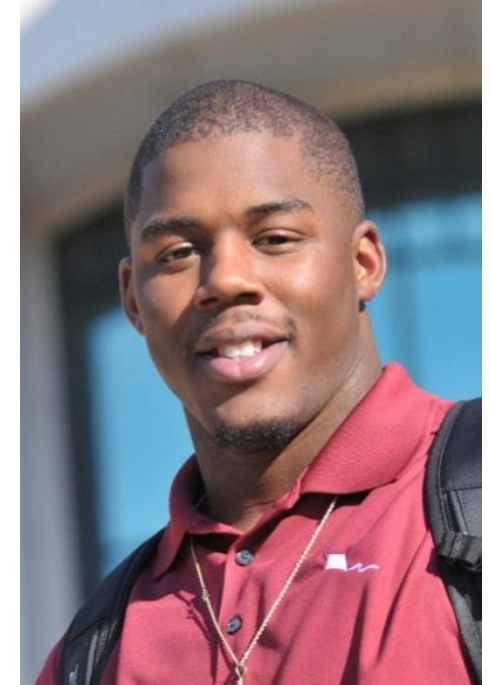




The first program in the country showing positive impacts for this population across multiple areas

Specialists help youth with:

- Education
- Housing
- Employment
- Life skills
- Physical and mental health
- Healthy relationships – lifelong connections with caring adults





Key Components of YVLifeSet

Intensity of services	<ul style="list-style-type: none">• Caseloads of eight to ten• Minimum of one face-to-face session per week
Comprehensive services	<ul style="list-style-type: none">• Initial assessment and goal planning, weekly sessions, monthly case review and treatment planning, discharge readiness and plans
Youth-driven	<ul style="list-style-type: none">• Specialists encourage young adults have input into their service plans, goal development, and the group activities
Staff training and supervision	<ul style="list-style-type: none">• 3-day training, on-the-job training, group supervision and consultation, professional development, quarterly boosters and other training as needed
Formalized program model	<ul style="list-style-type: none">• Virtual clinical model, evidence-based interventions, as clinically necessary
Program evaluation	<ul style="list-style-type: none">• Youth are evaluated upon admission, throughout the service provision, at discharge and at 6, 12, and 24 months post-discharge
Whatever-it-takes culture	<ul style="list-style-type: none">• We do whatever it takes to meet the needs of the young adults being served

Available to all young adults in the program, as clinically needed:

- Motivational Interviewing (MI)
- Cognitive Behavioral Therapy (CBT)
- Preparing Adolescents for Young Adulthood (PAYA)

Additional EBPs in the treatment manual that may vary by geography or provider:

- Trauma-focused Cognitive Behavioral Therapy (TF-CBT)
- Collaborative Problem Solving (CPS)
- Adolescent Community Reinforcement Approach (ACRA)
- Community Advocacy Project (CAP) – domestic violence

Educational Limitations



Academic settings appropriateness

School personnel skill level

Navigating the higher educational system

Vocational/educational options

Natural Supports



Increased permanency planning

Adequate transition with their natural ecology

Accessing and accepting social support

RECOMMENDATIONS

Multi-Tier Student Supports framework

- Currently being piloted in many NC school districts, in partnership with Communities In Schools NC
- Supports social, emotional, and decision-making skills for at-risk children to positively impact their academic achievement, both in terms of higher standardized test scores and better grades and increased graduation rates
- TIERS
 - Tier 1-Universal Supports for All Students: supports that all students receive within a district and school to build their social and emotional skills
 - Tier 2-Secondary or Targeted Interventions for Some Students: group and/or individual interventions
 - Tier 3-Tertiary or Intensive Interventions for a Few Students: group and/or individual therapy during the school day, re-entry programs for students transitioning back from residential treatment, and crisis response plans

RECOMMENDATIONS

Education

- Increase specialized programs between high schools and community colleges/trade schools to support foster and at-risk youths.

The Federal TRIO Programs (TRIO) are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs.

- ✓ Central Piedmont Community College
- ✓ Caldwell Community College

RECOMMENDATIONS

Funding for Evidence-Informed Transitional Living Services

Youth Villages and The Relatives are examples of agencies providing evidence informed transitional care but are dependent on grants, private donations and some sporadic county DSS and LME/MCO funds

RECOMMENDATIONS

Funding for Evidence-Informed Transitional Living Services

Would cover the costs of:

- Care Coordination – life skill coaching, budget planning, navigating the healthcare system, job search/interview, futures planning, securing an ID/drivers license, connect with positive peer group/family
- Time-limited flexible funds to assist youths while transitioning to independence such as: temporary shelter, subsidized rent, food, transportation, rent deposit, fee for application to community college or trade program, etc.

QUESTIONS?

Benchmarks

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